

ABSTRACT

RESEARCH PAPER: Reshaping Views on Social Media in the Composition Classroom

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This research paper examines how the participatory nature of social media is prompting rhetoric and composition instructors to reexamine their approach to teaching and students are reacting to these changes. It is easy to assume that students often loaded with the latest smartphones and laptops already know how to use these devices and all the software they contain with great ease. The reality, however, is far different and instructors are bridging these gaps that did not exist only a few short years ago because the technology simply did not exist. In regards to social media in general and Twitter in particular, there exists significant division among students in terms of how to use it and its potential applications in research. Examining a study that took place over two consecutive fall semesters in First-Year Composition classrooms this research will show that while many students are open to the role Twitter can play in the academy, many remain skeptical of its value tied to different conceptions of the purpose of social media.